



2012 Urdu

Higher Reading and Direct Writing

Finalised Marking Instructions

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2012 Urdu
Higher – Reading and Directed Writing

Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
<p>1. Read lines 1-3.</p> <p>Naveed Ahmed gives advice to parents. According to Naveed, what is the main reason for writing this article?</p> <p>1 mark</p> <ul style="list-style-type: none">• Some parents are over-protective/they do not let their children go away from home• Some parents do not introduce their children to the outside world.• Some do not let their children go to a holiday camp even with their school friends. <p>(Any 1)</p>		

Questions/Acceptable answers

2. Read lines 7-10.

(a) Parents worry about their children going to a summer camp. What **two** questions do parents ask themselves? **2 marks**

- What is the appropriate age of children going on holiday on their own/without the parents?
- What type of people/children will they meet?

(b) Why do mothers feel more uneasy when their children go to summer camp on their own? Give any **three** reasons. **3 marks**

- Whether the people her child is going with are trustworthy/'trustable'.
- Whether they will look after her child.
- Whether they will provide proper food for her child
- The child may suffer and not feel like telling others.
- Whether the child will be able to explain any personal problems to them.

(Any 3)

Unacceptable answers

Insufficient answers

Questions/Acceptable answers

3. Read lines 12-15.

The article suggests that the ideal age for children to go to summer camp is seven.

What are the **two** reasons for this?

2 marks

- The child has already learned to do his/her work himself/herself.
- The child has already made friends with other children in school so can work in a group.

Unacceptable answers

Insufficient answers

Questions/Acceptable answers

4. (a) Read lines 18-20.

Naveed Ahmed suggests how parents can encourage children to become independent from a young age. Mention any **two** of his suggestions.

2 marks

The children can be trained to become independent by:

- Making them do small jobs themselves from a young age.
- Making them tidy up after playing with their toys.
- Asking them to put on their socks and shoes themselves.
- Packing their packed lunch in their school bags themselves.

(Any 2)

Unacceptable answers

Insufficient answers

Questions/Acceptable answers

(b) Read lines 22-24.

What is his advice to parents whose children are going to summer camp?

2 marks

- The parents should not worry if their children go on holiday.
- The parents should never expose/show their worries to their children.
- Encouraged children to go on holiday by telling them that they will learn/find something new there.

(Any 2)

Unacceptable answers

Insufficient answers

Questions/Acceptable answers

5. Read lines 25-26.

How does Naveed Ahmed describe the two types of children? **2 marks**

- Some children are sociable and can mix easily with other children.
- Some children are hesitant/take longer to be friends/open to friendship.

Unacceptable answers

Insufficient answers

Questions/Acceptable answers

6. Read lines 27-29.

How can parents encourage their children to get used to spending time away from home?

2 marks

- The children should be allowed to stay with their grandparents.

- Stay/sleep over with a trustworthy friend without parents.

Unacceptable answers

Insufficient answers

Questions/Acceptable answers

7. Read lines 30-31.

The author suggests another way to support children when they go to summer camp for the first time.
What does he say?

2 marks

- Older brother/sister should accompany the child the first time on a holiday arranged by their school so they will not be upset.
- A relative/loved one(s) should accompany the child the first time on a holiday arranged by their school so they will not be upset.

Unacceptable answers

Insufficient answers

Questions/Acceptable answers

8. Read lines 33-35.

Parents can tell their children about the positive aspects of summer camp.

What are these? Mention any **two**.

2 marks

- Parents can prepare their children for going to summer camp by telling them that they can make new friends.
- Can take their new friends' e-mail addresses/mobile numbers.
- By passing information/telling them about the place they are going to visit.
- By telling/encouraging them that they can/will have activities to do over there.
- Parents should provide/give clothes of their children's choice

(Any 2)

Unacceptable answers

Insufficient answers

Total = 20 Marks

Translation into English

The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

9. UNIT 1

TEXT		

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
It will be good for both parents and children if parents allow their children to go to a holiday camp with their school.	It will be good for children to go on holiday with school/school children.	

UNIT 2

TEXT

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
This way, parents will trust their children and children will maintain that trust. However, take care, as if children are going to a nearby place for the first time, they should be ready to go to a far off place.	The parents will trust their children.	

UNIT 3

TEXT

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
The children learn to help themselves and each other, and gain tolerance, self-confidence and power of decision. Also they'll value more their parents love for them.	The children live together and help each other and love their parents.	

UNIT 4

TEXT

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
My parents loved me too much because I was the only child and they would always be concerned that I should not suffer in any way.	My parents loved me too much or they were always thinking about me.	

UNIT 5

TEXT

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
That's why I could never go camping alone, but I am preparing my children to be able to go out without me.	That's why I could not go out or I am preparing my kids.	

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- Assessment Process:
- 1 With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.
 - 2 Check that all 6 bullet points have been addressed.
 - 3 Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> • All bullet points are covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs/verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. • Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	12	<ul style="list-style-type: none"> • All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs/verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> • The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • In some examples, one or two bullet points may be less fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> • The verbs are generally correct, but basic. • Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents. • Some prepositions may be inaccurate or omitted eg I went the town. • While the language may be reasonably accurate in three or four bullet points, in the remaining two control of the language structure may deteriorate significantly. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> • The candidate copes with the past tense of some verbs. • A limited range of verbs is used to address some of the bullet points. • Candidate relies on a limited range of vocabulary and structures. • When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after “is” eg The boss was helpful. • The candidate has a weak knowledge of plurals. • There may be several spelling errors eg reversal of vowel combinations.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> • In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>. • While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. • The Directed Writing may be presented as a single paragraph. 	<ul style="list-style-type: none"> • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • One area may be very weak. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with the predictable language required at the earlier bullet points. • The verbs “was” and “went” may also be used correctly. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> • The content and language may be very basic. • However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> • Many of the verbs are incorrect or even omitted. • There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order. • Prepositions are not used correctly. • The language is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate cannot cope with more than one or two basic verbs, frequently “had” and “was”. • The candidate displays almost no knowledge of past tenses of verbs. • Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English or “made-up” words may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> • The content is very basic <p>OR</p> <ul style="list-style-type: none"> • The candidate has not completed at least three of the core bullet points. 	<ul style="list-style-type: none"> • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate copes only with “have” and “am”. • Very few words are correctly written in the foreign language. • English words are used. • There may be several examples of mother tongue interference. • There may be several examples of serious dictionary misuse.

What if....?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded.</p> <p>It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.</p>
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]